



2009-2010 GUIDE TO REPORTS



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Introduction

This guide was developed to assist educators in understanding and using the Fall 2009-Spring 2010 MI-Access assessment results.

The purpose of MI-Access is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in certain content areas. To make the assessments more meaningful to students, all items selected for inclusion,

1. were designed with input from classroom teachers, and
2. are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include individual-level reports such as:

- Parent Reports
- Individual Student Reports
- Student Record Labels

The reports also include aggregate-level reports:

- Rosters
- Summary Reports
- Demographic Reports
- Item Analysis Reports
- Comprehensive Reports

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the MI-Access assessments are based can be downloaded from the MI-Access Web page at (www.mi.gov/mi-access).

MI-Access Report List

Individual with Disabilities Education Act (IDEA) 1997 and the 2004 reauthorization of IDEA require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similarly to MEAP and MME results.

Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table below.)

Hard copies of district, school, and class reports are provided in the results folders, all of which are arranged the same way with

a generic Table of Contents printed on the front that lists the full range of reports that could be contained in the folder; then, a more detailed Table of Contents appears inside the folder that lists the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents. The results folders are shipped by the MI-Access contractor to either the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for:

1. keeping the district's results, and
2. disseminating the School and Class Results Folders to School MI-Access Coordinators.

MI-Access Reports	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports				X	
Student Record Labels			X		
Parent Reports			X		
District Comprehensive Reports (Functional Independence only)		X			
ISD Comprehensive Reports					X

Printing Options (Green Option)

Districts have two printing options:

1. The full print option, or
2. The “green” option (Default).

The green option provides schools with printed reports for individual student reports, parent reports, and student record labels only. The printing option is selected at the district level; or if no option is selected by your district representative, the green option will be selected automatically.

Content Areas Assessed

The MI-Access assessments are administered each school year in two different assessment cycles: The assessments for grades 3 - 8 are administered in the fall and the grade 11 assessments are administered in the spring. They also cover the following content areas: English language arts (P/SI), Accessing Print (FI grades 3-8 and 11), Expressing Ideas (FI grades 4, 7 and 11), mathematics, and science (grades 5, 8 and 11). See table below for specific information on grade and administration cycle.

While it is important to note that P/SI assessments have a combined total ELA scores comprised of Accessing Information and Expressing Ideas for all grades, the FI assessments do not have a combined ELA score.

Grades and Content Areas Assessed with MI-Access							
Content Area	Grade / Cycle						
	Fall						Spring
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
ELA (P/SI)	X	X	X	X	X	X	X
Accessing Print (FI)	X	X	X	X	X	X	X
Expressing Ideas (FI)		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X
P/SI = Participation and Supported Independence FI = Functional Independence							

Participation and Supported Independence

Scoring

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table below.

The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total earned points for the assessment. (It should be noted that condition codes—As, Bs, and Cs—count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the total earned points students receive.

MI-Access Participation (P) and Supported Independence (SI) Scoring Rubrics		
P Score Point/Condition Code	SI Score Point/Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for ELA, mathematics, and science. They can be found on the MI-Access Web page (www.mi.gov/mi-access).

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved educators and other stakeholders in an intensive standard-setting process. At the end of the standard-setting session cut scores were recommended for each grade and content-area assessment.

The recommended cut scores were presented to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance levels.

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), content area (ELA, mathematics, or science), and grade. The tables on page 8 and 9 show the number of points associated with scoring in each of the performance levels for ELA, mathematics, and science by grade.

Performance Level and Earned Points for Participation

MI-Access Participation English Language Arts – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	46-60	46-60	47-60	43-60	44-60	46-60	44-60
Attained the Performance Standard	19-45	20-45	21-46	19-42	19-43	23-45	19-43
Emerging Toward the Performance Standard	0-18	0-19	0-20	0-18	0-18	0-22	0-18

MI-Access Participation Mathematics – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	38-60	41-60	45-60	44-60	45-60	49-60	49-60
Attained the Performance Standard	17-37	20-40	24-44	23-43	25-44	28-48	28-48
Emerging Toward the Performance Standard	0-16	0-19	0-23	0-22	0-24	0-27	0-27

MI-Access Participation Science – Performance Levels and Earned Points			
	Grade		
	5	8	11
Surpassed the Performance Standard	75-90	78-90	81-90
Attained the Performance Standard	24-74	25-77	49-80
Emerging Toward the Performance Standard	0-23	0-24	0-48

Performance Level and Earned Points for Supported Independence

MI-Access Supported Independence English Language Arts – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-80	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

MI-Access Supported Independence Mathematics – Performance Levels and Earned Points							
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-18	0-20

MI-Access Supported Independence Science – Performance Levels and Earned Points			
	Grade		
	5	8	11
Surpassed the Performance Standard	62-68	58-68	61-68
Attained the Performance Standard	38-61	39-57	34-60
Emerging Toward the Performance Standard	0-37	0-38	0-33

MI-Access P/SI Sample Reports and Descriptions

Individual Student Reports for English Language Arts

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI English Language Arts (ELA) Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (P/SI), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student's total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

Section E shows the student's score for the Expressing Ideas component of the assessment.

Section F shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

Section G is the student's individual item analysis for released assessment items. The analysis, for each item, includes the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section H includes a key and information on some of the acronyms used on the report.

The back page of the report includes, the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



District Name: **Demo District**
District Code: **99995**

B

INDIVIDUAL STUDENT REPORT Participation - English Language Arts Grade 6 Fall 2009

A



Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

C

Student Name: **BALLEW, LUCA B.**

State UIC: 923453040

Date of Birth: 1/20/1995

Student ID: 922453040

Gender: M

Ethnicity: Asian or Pacific Islander

English Language Learner: N

Formerly LEP: N





SpecEd: Y

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 48/60

Performance Level: Surpassed the Performance Standard

Student Performance by Assessment Component				
	ACCESSING INFORMATION (AI)			TOTAL (AI + EI)
	Word Study	Comprehension	AI Total	
Earned/Points Possible	12/18	18/18	30/36	48/60

Released Item Analysis		
Accessing Information: Word Study Released Item No.: R1 EGLCE: W.GN.m4.P.EGAA PAA: 3 SAA: 3 Earned/Possible Points: 6/6 R1 Which word rhymes with "house"?  mouse  mirror Scoring Focus: Using poetic language	Accessing Information: Comprehension Released Item No.: R2 EGLCE: R.NT.m7.P.EG03a PAA: 3 SAA: 3 Earned/Possible Points: 6/6 R2 Jenny really wanted to go to the beach, but it was raining. She decided to stay home and read a book. Later she called her friend Ann. In this story, what did Jenny want to do?  go to the beach  rake the leaves Scoring Focus: Answering story element questions	Expressing Ideas Released Item No.: R3 EGLCE: S.CN.m7.P.EG01a PAA: 3 SAA: 3 Earned/Possible Points: 6/6 Item R3 ACTIVITY: The student will accurately communicate which 2 items are necessary for an outdoor activity, such as a hat, jacket, or sunglasses (from a set of 2 necessary and 2 unnecessary items) during preparation for an outdoor activity. Scoring Focus: Communicating accurately

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

H

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

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Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Mathematics Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra for students in grades 6 through 8 and 11 taking the Supported Independence assessment.


Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for released assessment items. The analysis, for each item, includes the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes, the performance levels students can achieve.

PARTICIPATION AND SUPPORTED INDEPENDENCE




Michigan Department of Education

District Name: **Genoa District**
District Code: **99998**

INDIVIDUAL STUDENT REPORT

Supported Independence - Mathematics

Grade 4
Fall 2009



Teacher Name: **Nonstandard Class**
School Name: **MI-Access Random School**
School Code: **99910**

Student Name: **ANGUANO, IARRED**

State UIC: **923453380**
Gender: **M**
English Language Learner: **N**

Date of Birth: **1/20/1997**
Ethnicity: **American Indian or Alaskan Native**
Formerly LEP: **N**

Student ID: **923453380**
SpecEd: **Y**



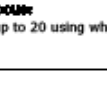
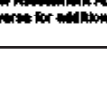





STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: **54/60**
Performance Level: **Exceeded**

Student Performance by Assessment Strand

	DATA AND PROBABILITY	GEOMETRY	MEASUREMENT	NUMBERS AND OPERATIONS	TOTAL
Earned/Possible Points	4/8	16/16	8/8	26/28	54/60

Released Item Analysis

NUMBERS AND OPERATIONS			MEASUREMENT			GEOMETRY			DATA AND PROBABILITY		
Released Item No.	Item ID	Score	Released Item No.	Item ID	Score	Released Item No.	Item ID	Score	Released Item No.	Item ID	Score
PA# 1	SA# 1	Scored/Possible Points: 4/4	PA# 2	SA# 1	Scored/Possible Points: 4/4	PA# 3	SA# 2	Scored/Possible Points: 4/4	PA# 4	SA# 2	Scored/Possible Points: 4/4
<p>R1. Which one shows 15?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;">  </div> <div style="margin: 5px;">  </div> <div style="margin: 5px;">  </div> <div style="margin: 5px;">  </div> </div>			<p>R2. Which one is longer?</p> <div style="display: flex; align-items: center;">  car  bus </div>			<p>R3. Hand or show the student a fork and then direct him/her to, "Place this on the matching picture."</p> <div style="display: flex; flex-direction: column; align-items: center;">  fork  knife  spoon </div>			<p>ACTIVITY The student will correctly select 2 appropriate articles of clothing needed to complete a dressing routine, such as dressing for physical education or cooking instruction. This activity involves selecting the correct clothing from a larger set that includes 3 unrelated items.</p>		
<p>Scoring Focus: Counting up to 20 using whole numbers</p>			<p>Scoring Focus: Identifying which of two objects is longer</p>			<p>Scoring Focus: Matching objects to their outlines</p>			<p>Scoring Focus: Identifying what data are needed to solve a problem</p>		

PA# = Primary Assessment Administrator
SA# = Shadow Assessment Administrator
Note: See reverse for additional information

Key:
Score = 1, 2; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Page 1 of 1

Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Science Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

Section F is the student's individual item analysis for released assessment items. The analysis includes the released item and item number; the EB assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes the performance levels students can achieve, and a description of how students are scored.

PARTICIPATION AND SUPPORTED INDEPENDENCE



District Name: **Demo District**
District Code: **99995**

B

INDIVIDUAL STUDENT REPORT

Participation - Science

A Grade 5
Fall 2009



Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

C

Student Name: **JOSLIN, RAMIRO M.**

State UIC: 923453030 Date of Birth: 1/20/1996 Student ID: 922453030
Gender: M Ethnicity: American Indian or Alaskan Native
English Language Learner: Y Formerly LEP: N SpecEd: Y

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 60/90
Performance Level: Attained the Performance Standard

Student Performance by Assessment Strand					
D	CONSTRUCTING	REFLECTING	LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE
Earned/Points Possible	6/6	6/6	30/30	18/30	0/18
					E TOTAL 60/90

Released Item Analysis

F

USING LIFE SCIENCE KNOWLEDGE		
Released Item No.: R1	EB: L.CE.P.EB.III.1.m.1ADDe	
PAA: 3	SAA: 3	Earned/Possible Points: 6/6

R1 What needs to eat food?



dog



shoe

Scoring Focus: Discriminate between living and non-living things

USING PHYSICAL SCIENCE KNOWLEDGE		
Released Item No.: R2	EB: P.WV.P.EB.IV.4.e.1a	
PAA: 3	SAA: 3	Earned/Possible Points: 6/6

Item R2

ACTIVITY: The student will correctly identify the sound of a telephone when shown a telephone and then presented with the sound of ringing and another sound, such as a drum beat or clapping.

Scoring Focus: Identifying characteristics of sound

USING EARTH SCIENCE KNOWLEDGE		
Released Item No.: R3	EB: E.GE.P.EB.V.1.e.6a	
PAA: B	SAA: C	Earned/Possible Points: 0/6

Item R3

ACTIVITY: The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

Scoring Focus: Identifying routines related to conservation of natural resources

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

G

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Rosters (Class, School, District)

The MI-Access P/SI rosters for classes, schools, and districts are identical in format. For that reason, only Class Rosters—one for ELA, one for mathematics, and one for science—are included in this guide. The reports include the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean earned points.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth (DOB).

Section E shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).


Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE, EHSCE, or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE, EHSCE, or EB assessed. In addition, it shows the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item.

Section G shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

Section H includes a key and information on some of the acronyms used on the report.

The back page of the reports includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE




CLASS ROSTER

Supported Independence - English Language Arts

Grade 6

Fall 2009




District Name: **Demo District**
District Code: **99995**

Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

Number of Students Assessed: **1** Mean Earned Points: **44**

Student Information	Performance Level	Assessment Administrator	Accessing Information	Expressing Ideas	
			<div>Word Study</div> <div>Comprehension</div> <div>Word Study Total (out of 10)</div> <div>Comprehension Total (out of 20)</div> <div>Accessing Information Total (out of 30)</div>		
JILES, JOSH T UIC: 923453340 DOB: 1/20/1995	S	PAA SAA	<div>R.R.m7.SI.EG01a</div> <div>R.R.m7.SI.EG02a</div> <div>R.R.m7.SI.EG03a</div> <div>R.R.m7.SI.EG04a</div> <div>R.R.m7.SI.EG05a</div> <div>R.R.m7.SI.EG06a</div> <div>R.R.m7.SI.EG07a</div> <div>R.R.m7.SI.EG08a</div> <div>R.R.m7.SI.EG09a</div> <div>R.R.m7.SI.EG10a</div> <div>Word Study Total (out of 10)</div> <div>Comprehension Total (out of 20)</div> <div>Accessing Information Total (out of 30)</div>	<div>S.Ch.m7.SI.EG01a</div> <div>S.Ch.m7.SI.EG02a</div> <div>S.Ch.m7.SI.EG03a</div> <div>S.Ch.m7.SI.EG04a</div> <div>S.Ch.m7.SI.EG05a</div> <div>S.Ch.m7.SI.EG06a</div> <div>S.Ch.m7.SI.EG07a</div> <div>S.Ch.m7.SI.EG08a</div> <div>S.Ch.m7.SI.EG09a</div> <div>S.Ch.m7.SI.EG10a</div> <div>Expressing Ideas Total (out of 24)</div> <div>Earned Points Total (out of 60)</div>	

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information



District Name: **Demo District**
District Code: **99995**

CLASS Participation

Grade 6

Fall

Page 1 Number of Students Assessed: **1** Mean Earned Points: **66**

MICHIGAN
Department of
Education

CLASS ROSTER
Participation - Mathematics
Grade 7
Fall 2009

MI-Access
Michigan Alternate Assessment Program

District Name: **Demo District**
District Code: **99995**

Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

Number of Students Assessed: **1** Mean Earned Points: **42**

Student Information	Performance Level	Assessment Administrator	Data and Probability		Geometry			Measurement		Numbers and Operations			
			D.P.m7.P.EG01b	Data and Probability Total (out of 6)	G.G.m7.P.EG02a	G.G.m7.P.EG03a	G.G.m7.P.EG04a	A.M7.m7.P.EG05a	Measurement Total (out of 6)	A.N7.m7.P.EG06a	A.N7.m7.P.EG07a	A.N7.m7.P.EG08a	A.N7.m7.P.EG09a
MEAGHER, LEE UIC: 923453050 DOB: 1/20/1994	A	PAA SAA	3 3	6	3 3	3 3	A B	B C	12 3	6 3	3 3	3 3	A C

R
nce

MI-Access
Michigan Alternate Assessment Program

Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

Performance Level Key: S - Surpassed
A - Attained
E - Emerging

Page 3 of 1

CLASS ROSTER

Participation - Science

Grade 8

Fall 2009

District Name: Demo District

District Code: 99995

Teacher Name: Random Class

School Name: MI-Access Random School

School Code: 09910

Number of Students Assessed: 1

Mean Earned Points: 66

Student Information	Performance Level	Assessment Administrator	Constructing New Scientific Knowledge		Reflecting on Scientific Knowledge		Using Life Science Knowledge		Using Physical Science Knowledge		Using Earth Science Knowledge		Expressing Ideas		
			C.N.P.8.B.I.1.m.1a	Constructing New Scientific Knowledge Total (out of 2)	R.O.P.8.B.I.1.m.1a	Reflecting on Scientific Knowledge Total (out of 2)	L.C.P.8.B.I.1.m.1a	Using Life Science Knowledge Total (out of 2)	P.W.P.8.B.I.1.m.1a	Using Physical Science Knowledge Total (out of 2)	E.A.P.8.B.I.1.m.1a	Using Earth Science Knowledge Total (out of 2)			
			Life Science Total (out of 30)	Physical Science Total (out of 30)	Earth Science Total (out of 30)	Earned Points Total (out of 60)									
			Life Science Total (out of 30)	Physical Science Total (out of 30)	Earth Science Total (out of 30)	Earned Points Total (out of 60)									
KEHOE, JAYDON J UIC: 923453060 DOB: 1/20/1993	A	PAA SAA	3 3	0 3	3 3	6 3	3 3	3 3	3 3	3 3	3 3	3 3	C B	30 66	

PAA = Primary Assessment Administrator

SAA = Shadow Assessment Administrator

Note: See reverse for additional information

Performance Level Key:

S - Surpassed

A - Attained

E - Emerging

Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a School Summary Report for English Language Arts—is included in this guide. The report includes the following information.

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

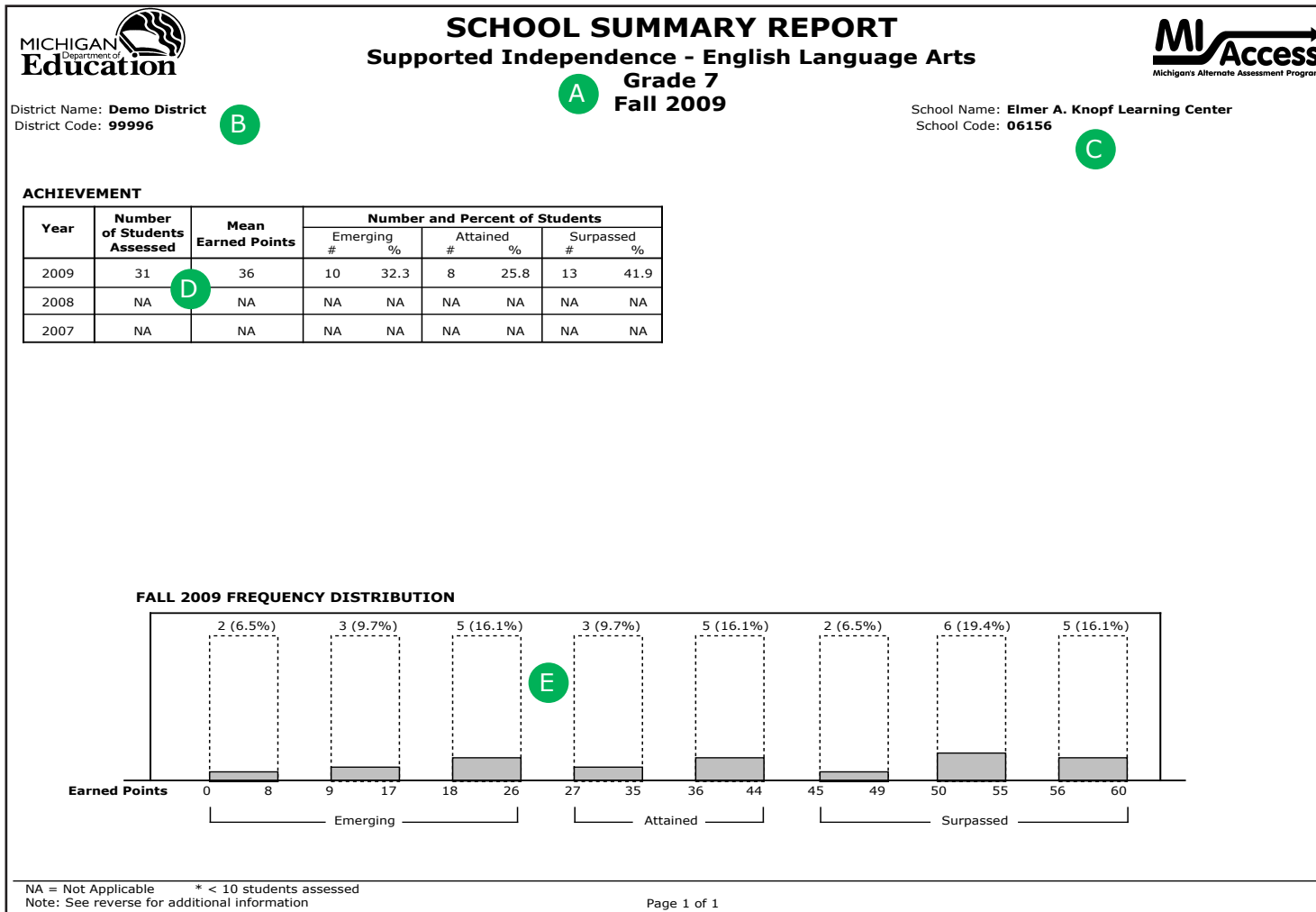
Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned scores in particular score ranges. This graph is commonly referred to as a frequency distribution.

The back page of the report includes the performance levels students can achieve.

PARTICIPATION AND SUPPORTED INDEPENDENCE



Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Database System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows the total number of students assessed and the mean earned points for each group by content area.

Section E shows the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

The back page of the report includes the performance levels students can achieve.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2009



District Name: **Computer Generated District**
District Code: **99999**

A

B

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed		Students Assessed	Mean Earned Points	Emerging		Attained		Surpassed	
			#	%	#	%	#	%			#	%	#	%	#	%
District																
All Students	183	30	63	34.4	78	42.6	42	23.0	183	30	72	39.3	63	34.4	48	26.2
Gender	C															
Male		84	31	22	26.2	43	51.2	19	22.6	84	31	29	34.5	33	39.3	22
Female	99	29	41	41.4	35	35.4	23	23.2	99	29	43	43.4	30	30.3	26	26.3
Ethnicity	D															
American Indian/Alaskan Native		33	5	19.2	15	57.7	6	23.1	D	33	6	23.1	13	50.0	7	26.9
Asian/Pacific Islander	30	23	15	50.0	12	40.0	3	10.0	30	23	16	53.3	11	36.7	3	10.0
Black, Not of Hispanic Origin	20	22	11	55.0	6	30.0	3	15.0	20	22	12	60.0	3	15.0	5	25.0
Hispanic	29	28	11	37.9	11	37.9	7	24.1	29	28	14	48.3	7	24.1	8	27.6
White, Not of Hispanic Origin	13	37	3	23.1	4	30.8	6	46.2	13	37	4	30.8	3	23.1	6	46.2
Multiracial	31	38	5	16.1	15	48.4	11	35.5	31	38	7	22.6	12	38.7	12	38.7
Other or Not Reported	34	29	13	38.2	15	44.1	6	17.6	34	29	13	38.2	14	41.2	7	20.6
Additional Reporting Groups																
Economically Disadvantaged: Yes	94	33	27	28.7	42	44.7	25	26.6	94	33	31	33.0	33	35.1	30	31.9
Economically Disadvantaged: No	89	27	36	40.4	36	40.4	17	19.1	89	27	41	46.1	30	33.7	18	20.2
English Language Learners: Yes	88	29	30	34.1	42	47.7	16	18.2	88	29	36	40.9	32	36.4	20	22.7
English Language Learners: No	95	31	33	34.7	36	37.9	26	27.4	95	31	36	37.9	31	32.6	28	29.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	95	31	32	33.7	38	40.0	25	26.3	95	31	35	36.8	32	33.7	28	29.5
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."

Page 1 of 2

Note: See reverse for additional information

Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The reports can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the ELA school, district, and state reports is similar, only the District Item Analysis Report for ELA is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the released item(s) for which data are being presented by assessment component. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Participation - English Language Arts

A Grade 3
Fall 2009

Released Items Only



District Name: **Demo District**
District Code: **99996**

B

Number of Students Assessed: **49**

ACCESSING INFORMATION: WORD STUDY

Released Item Number: R1 EGLCE: R.WS.e4.P.EG04a

Scoring Focus: Identifying words from familiar environments

C

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	21 (42.9%)							
	2	1 (2.0%)	5 (10.2%)						
	1		1 (2.0%)	2 (4.1%)					
	A				4 (8.2%)		1 (2.0%)		
	B					2 (4.1%)			
	C				1 (2.0%)		8 (16.3%)		
	Omit	1 (2.0%)				1 (2.0%)	1 (2.0%)		
	Multi								

ACCESSING INFORMATION: COMPREHENSION

Released Item Number: R2 EGLCE: R.NT.e4.P.EG03a

Scoring Focus: Answering story element questions

C

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	21 (42.9%)							
	2	1 (2.0%)	5 (10.2%)						
	1		1 (2.0%)						
	A				8 (16.3%)				
	B					3 (6.1%)			
	C						9 (18.4%)		
	Omit					1 (2.0%)			
	Multi								

EXPRESSING IDEAS

Released Item Number: R3 EGLCE: S.CN.e5.P.EG03a

Scoring Focus: Using an acceptable voice volume

C

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	26 (53.1%)							
	2	1 (2.0%)	4 (8.2%)						
	1		1 (2.0%)	1 (2.0%)					
	A				4 (8.2%)				
	B					3 (6.1%)			
	C				1 (2.0%)		7 (14.3%)		
	Omit					1 (2.0%)			
	Multi								

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.

E

Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The reports can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the released item(s) for which data are being presented by assessment strand. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Supported Independence - Mathematics

A Grade 4
Fall 2009
Released Items Only



District Name: **Demo District**
District Code: **99996**

Number of Students Assessed: **64**

NUMBERS AND OPERATIONS

Released Item Number: R1 EGLCE: N.ME.e4.SI.EG01b

Scoring Focus: Counting up to 20 using whole numbers

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	32 (50.0%)	1 (1.6%)					
	1		8 (12.5%)			1 (1.6%)		
	A		1 (1.6%)	19 (29.7%)				
	B							
	C					2 (3.1%)		
	Omit							
	Multi							

GEOMETRY

Released Item Number: R3 EGLCE: G.SR.e4.SI.EG03a

Scoring Focus: Matching objects to their outlines

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	60 (93.8%)						
	1	1 (1.6%)	2 (3.1%)					
	A			1 (1.6%)				
	B							
	C							
	Omit							
	Multi							

MEASUREMENT

Released Item Number: R2 EGLCE: M.UN.e4.SI.EG01d

Scoring Focus: Identifying which of two objects is longer

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	48 (75.0%)						
	1	3 (4.7%)	6 (9.4%)			1 (1.6%)		
	A			5 (7.8%)				
	B							
	C					1 (1.6%)		
	Omit							
	Multi							

DATA AND PROBABILITY

Released Item Number: R4 EGLCE: D.RE.e4.SI.EG03a

Scoring Focus: Identifying what data are needed to solve a problem

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	42 (65.6%)						
	1	1 (1.6%)	10 (15.6%)					
	A			7 (10.9%)				
	B							
	C					2 (3.1%)		
	Omit	1 (1.6%)					1 (1.6%)	
	Multi							

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.

Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The reports can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the released item(s) for which data are being presented by assessment strand. Then, for each item, it shows the released item number; the code for the EB assessed; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section D shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Participation - Science

Grade 5

Fall 2009

Released Items Only



District Name: **Demo District**
District Code: **99996**

B

Number of Students Assessed: **48**

USING LIFE SCIENCE KNOWLEDGE

Released Item Number: R1

EB: L.CE.P.EB.III.1.m.1ADDe

C

Scoring Focus: Discriminate between living and non-living things

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	14 (29.2%)							
	2	1 (2.1%)	4 (8.3%)			D			
	1		1 (2.1%)	4 (8.3%)					
	A		2 (4.2%)		9 (18.8%)				
	B					3 (6.3%)			
	C						10 (20.8%)		
	Omit								
	Multi								

USING PHYSICAL SCIENCE KNOWLEDGE

Released Item Number: R2

EB: P.WV.P.EB.IV.4.e.1a

C

Scoring Focus: Identifying characteristics of sound

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	19 (39.6%)							
	2		7 (14.6%)			D			
	1			3 (6.3%)					
	A				3 (6.3%)				
	B					7 (14.6%)			
	C						9 (18.8%)		
	Omit								
	Multi								

USING EARTH SCIENCE KNOWLEDGE

Released Item Number: R3

EB: E.GE.P.EB.V.1.e.6a

C

Scoring Focus: Identifying routines related to conservation of natural resources

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	9 (18.8%)							
	2		10 (20.8%)			D	1 (2.1%)		
	1			1 (2.1%)					
	A				3 (6.3%)				
	B					4 (8.3%)			
	C						19 (39.6%)		
	Omit								
	Multi								1 (2.1%)

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.

E

Parent Reports

Parent reports, which include an introductory letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The MI-Access P/SI Parent Reports include the following information.

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the MSDS.

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved. It also includes a list of questions that parents and teachers can use to help them interpret and discuss the results.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and the relevant scoring rubric.

Section E provides detailed information on the components of the English Language Arts (ELA) assessment, and how the student performed by assessment component and overall.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G provides detailed information on the strands included in the science assessment (if applicable), and how the student performed by assessment strand and overall.

Section H shows the student's individual item analysis for ELA, mathematics, and/or science. It includes each released item and item number; the EGLCE, EHSCE, or EB assessed in that item; the score (or condition code) the student received from the Primary Assessment Administrator; the score (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EGLCE, EHSCE, or EB being measured and describes what assessment administrators were looking for while administering the item.

PARTICIPATION AND SUPPORTED INDEPENDENCE

PARENT REPORT
Supported Independence
Grade 8
Fall 2009

Student Name: **JAMEL M. SWINDLE**
Student ID: **922453600**
State IUC: **922453600**

Teacher Name: **Private School Class**
School Name: **MI-Access Private School**
District Name: **Demo District**

Dear Parent or Guardian:

In fall 2009, your son took part in the MI-Access Supported Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for him. The MI-Access Supported Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Supported Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to www.mi.gov/mi-access.)

The fall 2008 results for Jamel are shown in the table below. We encourage you to discuss these results with your son's teacher and other school professionals who have the benefit of knowing him personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your son's achievement and plan for his future learning.

Content Area	Earned/Possible Points	Fall 2009 Performance Level
ELA	44/60	Attained the Performance Standard
Mathematics	56/60	Surpassed the Performance Standard
Science	68/68	Surpassed the Performance Standard

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my son's strengths?
- What can we do at school and at home to reinforce those strengths?
- In what areas does my son need additional work?
- What can we do at school and at home to provide opportunities and experiences for him to improve?
- What opportunities does my son receive as part of his daily instruction that relate to what was assessed?

The following pages of this report describe the assessments administered at this grade; provide details on your son's performance on those assessments; and show your son's responses to the assessment questions that are being released to the public. (You may obtain the Released Item Booklets at www.mi.gov/mi-access.) We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

SCIENCE

The MI-Access Supported Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table on the right shows your son's science scores.

SCIENCE RESULTS
by Assessment Strand

Assessment Strand	Earned/Possible Points
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	4/4
REFLECTING ON SCIENTIFIC KNOWLEDGE	4/4
USING LIFE SCIENCE KNOWLEDGE	28/28
USING PHYSICAL SCIENCE KNOWLEDGE	12/12
USING EARTH SCIENCE KNOWLEDGE	26/26
TOTAL	68/68

RELEASED ITEM ANALYSIS

The remainder of this report contains your son's individual item analysis for released assessment items. The analysis includes the released item and item number; the EGLCE or EB assessed by that item; the scores your son received from the PAA and SAA; the scoring focus, which links the item directly to the EGLCE or EB that is being assessed and describes what the assessment administrators were looking for while administering the item; and the total points your son earned out of the total points possible. If you would like to learn more about MI-Access, go to www.mi.gov/mi-access or www.mi-access.info.

RELEASED ITEM ANALYSIS FOR
JAMEL M. SWINDLE

ELA Released Item Analysis

Assessing Information: Word Study	Assessing Information: Comprehension	Expressing Ideas	Expressing Ideas
Released Item No.: 81	Released Item No.: 82	Released Item No.: 83	Released Item No.: 84
PAA: 2	PAA: 2	PAA: 2	PAA: 2
SAA: 2	SAA: 2	SAA: 2	SAA: 2
EGLCE: 1.WS.2B.25.02214	EGLCE: 1.WS.2B.25.02214	EGLCE: 1.WS.2B.25.02214	EGLCE: 1.WS.2B.25.02214
Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4
Item 81	Item 82	Item 83	Item 84
Scoring Focus: Using structural cues to recognize words	Scoring Focus: Identifying simple story elements	Scoring Focus: Writing a personal narrative	Scoring Focus: Using language to communicate effectively for different purposes

GENERAL INFORMATION ABOUT THE MI-ACCESS SUPPORTED INDEPENDENCE ASSESSMENTS

The MI-Access Supported Independence assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of item (or question) formats: (1) activity-based observation, where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are read a question and asked to select the correct response from three picture answer choices. To the maximum extent possible, the items—regardless of their format—reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously and independently observed and scored by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). As shown in the scoring rubric below, a student may receive a score point (1 or 2) or a condition code (A, B, or C). The scoring rubric is based on the student responding correctly and taking into consideration the amount of assistance required to engage the student in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

MI-Access Supported Independence Scoring Rubric

Score Point/Condition Code	Description
2	Responds correctly with no assessment administrator assistance
1	Responds correctly after assessment administrator provides verbal/physical cue
A	Unprompted response
B	Heads/Offtask
C	Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

ENGLISH LANGUAGE ARTS

The MI-Access Supported Independence ELA Assessment has two components: Accessing Information, which includes word study, comprehension, and Expressing Ideas. In the Accessing Information portion of the ELA assessment, students are asked to (1) identify familiar words using print, pictures, and/or objects, and demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing.

The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your son's ELA scores.

ELA RESULTS
by Assessment Component

Assessing Information (AI)	Expressing Ideas (EI)	TOTAL (AI + EI)
24/26	24/26	48/52

MATHEMATICS

The MI-Access Supported Independence Mathematics Assessment focuses on five mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), Numbers and Operations (see D), and Algebra (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for mathematics (see F). The table on the right shows your son's mathematics scores.

MATHEMATICS RESULTS
by Assessment Strand

Assessment Strand	Earned/Possible Points
DATA AND PROBABILITY	8/8
GEOMETRY	8/12
MEASUREMENT	12/12
NUMBERS AND OPERATIONS	24/24
ALGEBRA	4/4
TOTAL	56/60

Mathematics Released Item Analysis

NUMBERS AND OPERATIONS	MEASUREMENT	GEOMETRY	DATA AND PROBABILITY
Released Item No.: 81	Released Item No.: 82	Released Item No.: 83	Released Item No.: 84
PAA: 2	PAA: 2	PAA: 2	PAA: 2
SAA: 2	SAA: 2	SAA: 2	SAA: 2
EGLCE: 1.NS.2B.25.02214	EGLCE: 1.NS.2B.25.02214	EGLCE: 1.NS.2B.25.02214	EGLCE: 1.NS.2B.25.02214
Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4
Item 81	Item 82	Item 83	Item 84
Scoring Focus: Recognizing and/or naming commonly used fractions	Scoring Focus: Telling time to the hour using a digital or analog clock	Scoring Focus: Using maps to find locations	Scoring Focus: Organizing data using pictures or concrete objects to represent a real-life situation

Science Released Item Analysis

USING LIFE SCIENCE KNOWLEDGE	USING PHYSICAL SCIENCE KNOWLEDGE	USING EARTH SCIENCE KNOWLEDGE
Released Item No.: 85	Released Item No.: 86	Released Item No.: 87
PAA: 2	PAA: 2	PAA: 2
SAA: 2	SAA: 2	SAA: 2
EGLCE: 1.WS.2B.25.02214	EGLCE: 1.WS.2B.25.02214	EGLCE: 1.WS.2B.25.02214
Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4
Item 85	Item 86	Item 87
Scoring Focus: Sort several foods into two groups	Scoring Focus: Identify useful electrical circuits	Scoring Focus: Identify and/or demonstrate everyday activities related to conservation

Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since District Comprehensive Reports are not provided for P/SI, only the ISD Comprehensive Report is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.


Section C lists the districts by which data are reported.

Section D shows the total number of students assessed and the mean earned points for each district by content area.

Section E shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level.

PARTICIPATION AND SUPPORTED INDEPENDENCE




MICHIGAN Department of **Education**

ISD COMPREHENSIVE REPORT

Supported Independence

Grade 5

Fall 2009



MI Access

 Michigan's Alternate Assessment Program

ISD Name: **Demo ISD**
 ISD Code: **99**

B

A

	English Language Arts					Mathematics					Science				
	Students Assessed	Mean Earned Points	E Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Points	E Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Points	E Emerging # and %	Attained # and %	Surpassed # and %
Computer Generated District (99999)	183	30	99 54.1%	48 26.2%	36 19.7%	183	30	75 41.0%	69 37.7%	39 21.3%	207	34	114 55.1%	72 34.8%	21 10.1%
Test Demo 1 (99997)	*	*	*	*	*	*	*	*	*	*	13	24	9 69.2%	3 23.1%	1 7.7%
Test Demo 2 (99998)	† D	†	†	†	†	† D	†	†	†	†	* D	*	*	*	*

* < 10 students assessed

† No students assessed

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* < 10 students assessed

† No students assessed

Page 1 of 1



Student Record Labels



Student Record Labels are included in School Results Folders for every student who participated in the MI-Access Participation and Supported Independence ELA, mathematics, and science assessments. They include the following information.

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's total earned points out of the total points possible (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

		Supported Independence Grade 4 Fall 2009		
Student Name: BARTZ, FINN M. Teacher: Private School Class School: MI-Access Private School (09920) District: Demo District (99995) State UIC: 923453560 Date of Birth: 01/20/1997 Student ID: 922453560 Gender: M				
Section C		Earned/Possible	Perf. Level	Perf. Level Change
ELA		44/60	Attained	
Mathematics		56/60	Surpassed	

		Participation Grade 5 Fall 2009		
Student Name: HIGHT, FREDDY W. Teacher: Private School Class School: MI-Access Private School (09920) District: Demo District (99995) State UIC: 923453270 Date of Birth: 01/20/1996 Student ID: 922453270 Gender: M				
Section C		Earned/Possible	Perf. Level	Perf. Level Change
ELA		54/60	Surpassed	
Mathematics		48/60	Surpassed	
Science		60/90	Attained	

MI-Access Functional Independence:

Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment (grade 4 and 7 only) where they can earn up to 4 points for their prompt response.

The scores for each item are added together to determine the student's total earned point for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for AP/EI, mathematics, and science. They can be found on the MI-Access Web page (www.mi.gov/mi-access).

Scale Score

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years.

Scale scores and performance levels are computed for accessing print (AP), mathematics, and science. Scale scores are not computed for expressing ideas (EI) as there are not enough points to determine scale scores or performance levels for these assessments.

Performance Level Standard Setting

To determine what it means to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as classroom teachers (special and general education), administrators, parents, special education directors, school psychologists, and related services providers—in intensive standard-setting processes.

The processes were conducted by Questar Assessment, Inc.—the MI-Access contractor. Panelists in the standard setting were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans, and met over the course of two days. The standard-setting process worked as follows.

- The full group heard a presentation on the various components of the Functional Independence assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into examinee scores, (2) the terminology that was selected to describe the three levels of student performance, (3) and how the standard-setting process would work.
- The full group was then divided into panels that provided recommendations for cut scores (i.e. a number that separates examinees into different performance levels used to report scores) in particular grade spans (e.g. 3-5, 6-8, or 11) and content areas (e.g. Mathematics, English Language Arts, or Science). The first task of each panel was to discuss the performance levels and the descriptions of what it means to be classified into each performance level. An important part of this process was conceptualizing students that would just have the necessary skills, knowledge, and abilities to be classified into a particular level. Panelists were then trained on how to provide cut score judgments and were asked to make an initial independent judgment about where they thought the cut scores should be placed. Panelists provided two cut score recommendations for each grade; one recommendation of a cut score between Emerge Toward the Performance and Attain and one recommendation of a cut score between Attain and Surpassed.

FUNCTIONAL INDEPENDENCE

- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback about their judgments, and were informed about the difficulty of each assessment item. The feedback and discussion was provided to (1) increase the consistency of panelists' judgments, (2) provide the panelists with a greater understanding of their judgments and the judgments made by other panelists, and (3) encourage a convergence of ideas regarding appropriate cut scores. After receiving feedback and having discussion, panelists were asked to provide a second round of cut score judgments.
- After the second round, the panelists again discussed their judgments and received feedback. One form of feedback panelists received after the second round was data on roughly how many students would fall into each performance category if their second round judgments were adopted. The panelists were then asked to provide a final round of standard setting judgments. The judgments made during the final round were considered to be the panelists' cut score recommendations to the OEAA.

At the end of the standard-setting sessions, Questar Assessment, Inc., took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade span and content-area of the assessment.

After the statistics were calculated, the Technical Advisory Committee reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; and cut score recommendations were made to the state Superintendent of Public Instruction and the SBE. The decision of where the final cut scores should be located was approved by the SBE.

Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on

1. where a student's scale score fell within the performance level (at the high, middle, or low end); and
2. how his/her performance level changed from one year to the next.

The table below shows how performance level change is determined.

There are 8 different performance level mini-categories that a student's scale score can fall into and 5 different transitions (Significant Improvement, Improvement, Maintaining, Decline, and Significant Decline) that student's can make from one grade to the next. For 2009-2010, performance level change is only computed in mathematics grades 4 through 8. Performance level change is not computed in Accessing Print grades 4 through 8 because the assessments are not comparable with the previous ELA assessments. Performance level change is also not computed in science in grades 5, 8 or 11 because comparable assessments in the same content area taken by students at the previous grade level are not available in these situations.

MI-Access Functional Independence Performance Level Change - Summary									
Fall 2008 Achievement		Fall 2009 Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	M	I	I	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI
Attained	Low	SD	D	D	M	I	I	SI	SI
	High	SD	SD	D	D	M	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	D	D	M
SI = Significant Improvement, I = Improvement, M = Maintaining, D = Decline, and SD = Significant Decline									

Expressing Ideas Prompt Response

In addition to reports, the state will provide each district with a CD-ROM containing student responses to the released MI-Access Functional Independence Expressing Ideas prompt. These responses can be used for analysis purposes and to inform curriculum and instruction.

State and Intermediate School District (ISD) Reports

State and Intermediate are available only online. They can be accessed at the OEAA Secure Site (www.mi.gov/oeaa-secure), on the MI-Access Web page (www.mi.gov/mi-access) under "State Assessment Reports for Students with Disabilities."

Reproducing MI-Access Reports

All MI-Access reports may be reproduced for internal personnel development and school improvement activities. However, reports containing individual student names cannot be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard." (For more information on NCLB, go to www.mi.gov/mde.)

MI-Access FI Sample Reports and Distribution

Individual Student Reports for Accessing Print and Expressing Ideas

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Accessing Print and Expressing Ideas Assessment in grades 4, 7 and 11. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year.

Section D provides the student's total score for the Accessing Print

assessment, as well as his/her scores for word recognition, text comprehension, and each core text comprehension passage.

Section E shows the student's score for the Expressing Ideas assessment. The score will either be a number (1-4) or a letter (A-D) to indicate the reason why the response did not receive a score.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct. For expressing ideas, one or more comment codes appear in the response column. These codes are intended to elaborate on why the student received his/her numerical score.

Section G provides keys for Accessing Print and Expressing Ideas.

The back page of the report includes, the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Functional Independence - Accessing Print and Expressing Ideas

Grade 7

Fall 2009



District Name: **Demo District**
District Code: **99995**

B

Teacher Name: **Private School Class**
School Name: **MI-Access Private School**
School Code: **09920**

C

Student Name: **BANCROFT, KENT D.**

State UIC: 923453890 Date of Birth: 1/20/1994
Gender: M Ethnicity: Unknown
English Language Learner: N Formerly LEP: N
Accommodations: Enlarged Print, Word Processed

Student ID: 922453890

SpecEd: Y

STUDENT PERFORMANCE SUMMARY: ACCESSING PRINT

Earned/Points Possible: 20/41
Scale Score: 2701

Performance Level 2009: Attained the Performance Standard (Low)

Performance Level 2008: No matching student

Performance Level Change: NA

EXPRESSING IDEAS

4/4

Student Performance	
	Earned/ Points Possible
ACCESSING PRINT	20/41
PART 1 - WORD RECOGNITION	10/20
PART 2 - TEXT COMPREHENSION	10/21
Informational Passage	1/7
Narrative Passage	7/7
Functional Passage	2/7
EXPRESSING IDEAS	4/4

E

Individual Item Analysis for Released Items			
EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Response
ACCESSING PRINT			
PART 1 - WORD RECOGNITION			
R.WS.06.FI.EG03	Recognize frequently encountered words	R1	+B
R.WS.06.FI.EG03	Recognize frequently encountered words	R2	+B
R.WS.06.FI.EG03	Recognize frequently encountered words	R3	+C
R.WS.06.FI.EG03	Recognize frequently encountered words	R4	+C
PART 2 - TEXT COMPREHENSION			
Narrative Passage			
R.CM.06.FI.EG02	Identify main ideas and details	R5	+B
R.CM.06.FI.EG02	Identify main ideas and details	R6	+C
R.WS.06.FI.EG07	Use context clues	R7	+A
R.CM.06.FI.EG02	Identify main ideas and details	R8	+C
R.CM.06.FI.EG01	Make inferences, predictions, and conclusions	R9	+B
R.CM.06.FI.EG02	Identify main ideas and details	R10	+A
R.NT.06.FI.EG03	Identify story elements	R11	+B
EXPRESSING IDEAS			
W.GN.06.FI.EG01	Write/draw personal narrative	R12	1,2,3,4

Expressing Ideas Key:
Score = 1, 2, 3, 4; Condition Code = A, B, C, D; Comment Code = 1 - 16

Accessing Print Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

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Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Mathematics Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data-base System (MSDS).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to:

- Data and Probability
- Geometry
- Measurement
- Numbers and Operations

(For grade 8 there is also a row for questions that relate to Algebra, and for grade 11 there are rows for questions related to Algebra and Patterns and Relationships.)

Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Functional Independence - Mathematics

A

Grade 4
Fall 2009

C

Teacher Name: **Nonstandard Class**
School Name: **MI-Access Random School**
School Code: **09910**



District Name: **Demo District**
District Code: **99995**

B

Student Name: **BERNDT, REILLY**

State UIC: 923453680 Date of Birth: 1/20/1997 Student ID: 922453680
Gender: M Ethnicity: Unknown
English Language Learner: N Formerly LEP: N SpecEd: Y
Accommodations: Calculator, Other, Nonstandard

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: -
Scale Score: -
Performance Level 2009: -
Performance Level 2008: No matching student
Performance Level Change: NA

For nonstandard accommodations, scores are reported for informational purposes only and do not contribute to participation rates or summary scores.

Student Performance by Assessment Strand	
	Earned/ Points Possible
DATA AND PROBABILITY	2/2
GEOMETRY	2/4
MEASUREMENT	5/8
NUMBERS AND OPERATIONS	6/16
TOTAL	0/30

Individual Item Analysis for Released Items			
EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Response
	GEOMETRY		
G.LO.03.FI.EG02	Use relative position of objects on a plane and in space	R2	+A
G.SR.03.FI.EG04	Predict the next element in a simple geometric pattern	R1	C
	DATA AND PROBABILITY		
D.RE.03.FI.EG01	Collect and explore data	R4	+C
	NUMBERS AND OPERATIONS		
N.FL.03.FI.EG14	Add up to three one-digit numbers	R10	+A
N.ME.03.FI.EG05	Compare and order numbers to 100	R5	+B
N.ME.03.FI.EG07	Understand a number line	R3	+B
N.MR.03.FI.EG11	Understand the relationship of + and -	R9	B
	MEASUREMENT		
M.PS.03.FI.EG02	Compare length and weight of objects	R6	A
M.UN.03.FI.EG05	Tell time on a clock to the hour	R7	+B
M.UN.03.FI.EG08	Match denominations coins/bills	R8	+B

Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

Page 1 of 1

Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Science Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data-base System (MSDS).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year.

Section D shows the student's score for questions that relate to:

- Constructing New Scientific Knowledge
- Reflecting on Scientific Knowledge
- Using Life Science Knowledge
- Using Physical Science Knowledge
- Using Earth Science Knowledge

Section E shows the student's total score for science.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EB assessed in that item; an abbreviated description of the EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



INDIVIDUAL STUDENT REPORT

Functional Independence - Science

A Grade 5
Fall 2009



District Name: **Demo District**
District Code: **99995**

B

Teacher Name: **Random Class**
School Name: **MI-Access Random School**
School Code: **09910**

C

Student Name: **CHANCELLOR, CLARK J.**

State UIC: 923453630 Date of Birth: 1/20/1996 Student ID: 922453630
Gender: M Ethnicity: Black, Not of Hispanic Origin
English Language Learner: N Formerly LEP: N SpecEd: Y
Accommodations: Audio, Calculator

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 8/35
Scale Score: 2442
Performance Level: Emerging Toward the Performance Standard

Student Performance by Assessment Strand	
	Earned/ Points Possible
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	0/2
REFLECTING ON SCIENTIFIC KNOWLEDGE	0/2
USING LIFE SCIENCE KNOWLEDGE	3/13
USING PHYSICAL SCIENCE KNOWLEDGE	2/12
USING EARTH SCIENCE KNOWLEDGE	3/6
TOTAL	8/35

D

E

Individual Item Analysis for Released Items			
EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Response
	USING LIFE SCIENCE KNOWLEDGE		
L.OR.FI.EB.III.2.e.5a	Identify functions of selected seed plant parts	R1	B
L.EV.FI.EB.III.4.e.2a	Identify how an animal may adapt to its environment	R2	B
	USING PHYSICAL SCIENCE KNOWLEDGE		
P.MO.FI.EB.IV.3.e.2a	Identify forces (push/pull) that speed up, slow down, stop, or change the direction	R3	+B
P.WV.FI.EB.IV.4.e.3a	Identify and or use prisms and filters with light sources to produce various colors	R4	C
	USING EARTH SCIENCE KNOWLEDGE		
E.GE.FI.EB.V.1.e.6a	Identify routines related to the conservation of natural resources	R5	+A
E.AW.FI.EB.V.3.e.1a	Identify and/or describe weather conditions	R6	A

F

Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

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Rosters (Class, School, District)

The MI-Access Functional Independence rosters for classes, schools, and districts are identical in format. For that reason, only Class Rosters—one for accessing print and expressing ideas, one for mathematics, and one for science—are included in this guide. The reports include the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean scale score.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state (UIC) and date of birth (DOB).

Section E shows the student's scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section F shows the student's scores by assessment component (for Accessing Print and Expressing Ideas) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed.

Section G shows the student's total earned points for the assessment.

Section H provides more detailed information about the report.

The back page of the reports includes the performance levels students can achieve, the scale score range that corresponds to each performance level, and on the ELA roster, descriptions of the Expressing Ideas condition, and comment codes.

FUNCTIONAL INDEPENDENCE

[illegible]

Page 1 of 1

Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the state, district, and school are formatted the same way, only the School Summary Report is included in this guide. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data, but mathematics reports for grades 4, 5, 6, 7, and 8 also include data on performance-level change. The report shown in this guide includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for the assessment was first administered, and for the previous 3 years.

Section E shows the number and percent of students assessed in the current year that were matched to the previous year. The number and percent are used to generate performance level change data.

Section F shows the number and percent of students by performance level change between performance level categories from last year to the current year. For example, in the sample report, 9.1 percent of students with matching data who Attained the Performance Standard in 2008, Surpassed the Performance Standard in 2009.

Section G shows a summary of the number and percent of students by performance level change within and between performance level categories. For example, in the sample report 36.4 percent of students showed improvement.

Section H shows the number and percent of students that earned a scale score in a particular scale score range (this graph is referred to as a frequency distribution).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE



SCHOOL SUMMARY REPORT Functional Independence - Mathematics



District Name: **Demo District**
District Code: **99996**

A
Grade 8
Fall 2009

C
School Name: **Stewart Elementary School**
School Code: **06074**

ACHIEVEMENT

Year	Number of Students Assessed	Mean Scale Score	Number and Percent of Students					
			Emerging		Attained		Surpassed	
2009	12	2804	4	33.3	6	50.0	2	16.7
2008	NA	NA	NA	NA	NA	NA	NA	NA
2007	NA	NA	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA	NA	NA

PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

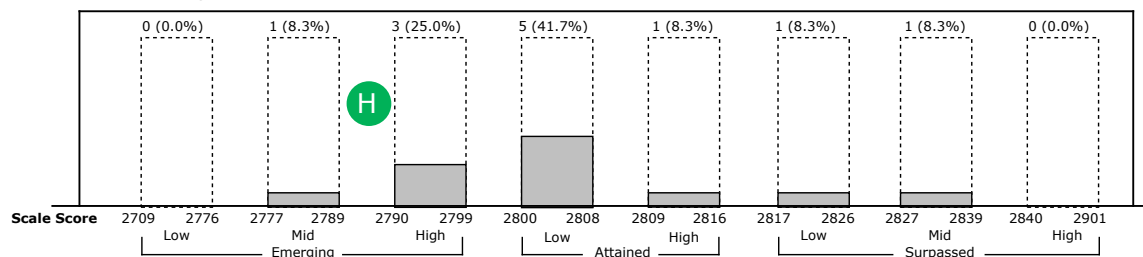
Number and Percent of Students by Performance Level Change (from 2008 to 2009)			
Fall 2008	Fall 2009		
	Emerging	Attained	Surpassed
Emerging	2 (18.2%) <i>maintaining</i>	3 (27.3%) <i>improving</i>	0 (0.0%) <i>improving</i>
Attained	1 (9.1%) <i>declining</i>	1 (9.1%) <i>maintaining</i>	1 (9.1%) <i>improving</i>
Surpassed	0 (0.0%) <i>declining</i>	2 (18.2%) <i>declining</i>	1 (9.1%) <i>maintaining</i>

Total number of students assessed in 2009 and matched to 2008: 11 (91.7%)

PERFORMANCE LEVEL CHANGE - SUMMARY

Years Summarized	Students Matched	Performance Level Change					
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement	
		# %	# %	# %	# %	# %	
2008 & 2009	11 91.7	1 9.1	3 27.3	3 27.3	4 36.4	0 0.0	

FALL 2009 FREQUENCY DISTRIBUTION



NA = Not Applicable * < 10 students assessed
Note: See reverse for additional information

Page 1 of 1

Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Database System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows, by content area, the total number of students assessed and the mean scale score for each group.

Section E shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.

FUNCTIONAL INDEPENDENCE

DISTRICT DEMOGRAPHIC REPORT Functional Independence Grade 5 Fall 2009											
<div> <div> </div> <div> </div> </div> <div> District Name: Computer Generated District District Code: 99999 </div>											
Accessing Print						Mathematics					
Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %		Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %	
District											
All Students	252	2487	150 59.5	36 14.3	66 26.2	93	2491	54 58.1	12 12.9	27 29.0	
Gender											
Male	120	2490	68 56.7	20 16.7	32 26.7	45	2488	29 64.4	4 8.9	12 26.7	
Female	132	2485	82 62.1	16 12.1	34 25.8	48	2495	25 52.1	8 16.7	15 31.3	
Ethnicity											
American Indian/Alaskan Native	27	2489	15 55.6	5 18.5	7 25.9	*	*	*	*	*	*
Asian/Pacific Islander	28	2485	19 67.9	10.7	6 21.4	12	2505	5 41.7	16.7	5 41.7	
Black, Not of Hispanic Origin	2489	15 62.5	16.7	5 20.8	10	2494	6 60.0	10.0	3 30.0		
Hispanic	2483	22 59.5	5 13.5	10 27.0	11	2468					
White, Not of Hispanic Origin	33	2483	21 60.0	5 14.3	9 25.7	11	2478				
Multiracial	28	2500	11 39.3	6 21.4	11 39.3	17	2502				
Other or Not Reported	73	2487	47 64.4	8 11.0	18 24.7	26	2493				
Additional Reporting Groups											
Economically Disadvantaged: Yes	135	2486	85 63.0	17 12.6	33 24.4	43	2485				
Economically Disadvantaged: No	117	2489	65 55.6	19 16.2	33 28.2	50	2497				
English Language Learners: Yes	128	2486	76 59.4	21 16.4	31 24.2	40	2497				
English Language Learners: No	124	2489	74 59.7	15 12.1	35 28.2	53	2487				
Formerly Limited English Proficient	*	*	*	*	*	*	*				
Migrant	108	2488	61 56.5	17 15.7	30 27.8	51	2492				
Homeless	*	*	*	*	*	*	*				
Accommodations											
Standard - All	250	2487	148 59.2	36 14.4	66 26.4	89	2490				
Nonstandard - All †	(*)					(*)					
Standard ELL Only	128	2486	76 59.4	21 16.4	31 24.2	38	2496				
Nonstandard ELL Only †	(*)					(*)					

DISTRICT DEMOGRAPHIC REPORT Functional Independence Grade 5 Fall 2009											
<div> <div> </div> <div> </div> </div> <div> District Name: Computer Generated District District Code: 99999 </div>											
Science											
Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %							
District											
All Students	108	2480	66 61.1	12 11.1	30 27.8						
Gender											
Male	52	2480	28 53.8	7 13.5	17 32.7						
Female	56	2480	38 67.9	5 8.9	13 23.2						
Ethnicity											
American Indian/Alaskan Native	600	6 42.9	3 21.4	5 35.7							
Asian/Pacific Islander	2486	9 69.2	1 7.7	3 23.1							
Black, Not of Hispanic Origin	11	2487	7 63.6	1 9.1	3 27.3						
Hispanic	15	2477	9 60.0	2 13.3	4 26.7						
White, Not of Hispanic Origin	15	2481	10 66.7	2 13.3	3 20.0						
Multiracial	11	2487	6 54.5	2 18.2	3 27.3						
Other or Not Reported	29	2464	19 65.5	1 3.4	9 31.0						
Additional Reporting Groups											
Economically Disadvantaged: Yes	58	2486	34 58.6	7 12.1	17 29.3						
Economically Disadvantaged: No	50	2473	32 64.0	5 10.0	13 26.0						
English Language Learners: Yes	58	2485	34 58.6	4 6.9	20 34.5						
English Language Learners: No	50	2475	32 64.0	8 16.0	10 20.0						
Formerly Limited English Proficient	*	*	*	*	*						
Migrant	53	2483	29 54.7	9 17.0	15 28.3						
Homeless	*	*	*	*	*						
Accommodations											
Standard - All	107	2480	65 60.7	12 11.2	30 28.0						
Nonstandard - All †	(*)										
Standard ELL Only	57	2485	33 57.9	4 7.0	20 35.1						
Nonstandard ELL Only †	(*)										

* < 10 students assessed

† Results for these students are invalid and not reported.

() These students are not included in "All Students."

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Page 2 of 2

Note: See reverse for additional information

Item Analysis Reports for Accessing Print and Expressing Ideas (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for Accessing Print and Expressing Ideas is included in this guide. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides, the code for the EGLCE or EB assessed by Accessing Print component and released item; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.

Section D shows the released item number for the released Expressing Ideas prompt; the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code because their responses were not scorable.

Section E indicates the number and percent of students who received each comment code for the released Expressing Ideas prompt.

The back page of the report includes descriptions of the Expressing Ideas condition and comment codes.

FUNCTIONAL INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Accessing Print and Expressing Ideas



District Name: **Demo District**
District Code: **99996**

B

A

Grade 4
Fall 2009
Released Items Only

Number of Students Assessed: **112**

ACCESSING PRINT

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	PART 1 - WORD RECOGNITION											
R.WS.03.FI.EG05	Recognize frequently encountered words	R1	22	19.6	37	33.0	52	46.4 ⁺	1	0.9	0	0.0
R.WS.03.FI.EG05	Recognize frequently encountered words	R2	60	53.6 ⁺	30	26.8	21	18.8	1	0.9	0	0.0
R.WS.03.FI.EG05	Recognize frequently encountered words	R3	38	33.9	19	17.0	54	48.2 ⁺	1	0.9	0	0.0
R.WS.03.FI.EG05	Recognize frequently encountered words	R4	28	25.0	57	50.9 ⁺	26	23.2	1	0.9	0	0.0
	PART 2 - TEXT COMPREHENSION											
	Functional Passage											
R.IT.03.FI.EG02	Identify informational text patterns	R5	38	33.9	51	45.5 ⁺	22	19.6	1	0.9	0	0.0
R.IT.03.FI.EG02	Identify informational text patterns	R6	25	22.3	50	44.6 ⁺	36	32.1	1	0.9	0	0.0
R.IT.03.FI.EG02	Identify informational text patterns	R7	46	41.1 ⁺	23	20.5	42	37.5	1	0.9	0	0.0
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	R8	41	36.6	55	49.1 ⁺	14	12.5	1	0.9	1	0.9
R.IT.03.FI.EG02	Identify informational text patterns	R9	27	24.1	45	40.2 ⁺	38	33.9	1	0.9	1	0.9
R.CM.03.FI.EG02	Identify main ideas and details	R10	58	51.8 ⁺	30	26.8	22	19.6	2	1.8	0	0.0
R.CM.03.FI.EG02	Identify main ideas and details	R11	18	16.1	58	51.8 ⁺	33	29.5	3	2.7	0	0.0

EXPRESSING IDEAS

Released Item Number	EGLCE Code	Abbreviated EGLCE Descriptor	Number and Percent of Students at Each Score Based on a 4-point Rubric								Number and Percent of Students Receiving Condition Codes			
			4	3	2	1	A	B	C	D				
R12	W.GN.03.FI.EG01	Write/draw personal narrative	2	1.8	6	5.4	40	35.7	49	43.8	1	0.9	4	3.6

E

Number and Percent of Students Receiving Comment Codes															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2	2	0	0	5	6	3	0	10	36	22	13	48	36	17	22
1.8	1.8	0.0	0.0	4.5	5.4	2.7	0.0	8.9	32.1	19.6	11.6	42.9	32.1	15.2	19.6

Note: See reverse for additional information

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Correct Response: +

Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EGLCE or EB assessed by strand and released item; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.

The back page of the report includes, the performance levels students can achieve.

FUNCTIONAL INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Mathematics

Grade 6

Fall 2009

Released Items Only



District Name: **Demo District**
District Code: **99996**

B

Number of Students Assessed: **152**

EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	GEOMETRY											
G.GS.05.FI.EG01	Identify, describe, and compare two-dimensional shapes	R3	19	12.5	41	27.0	92	60.5 ⁺	0	0.0	0	0.0
	DATA AND PROBABILITY											
D.RE.05.FI.EG01	Read data	R6	19	12.5	112	73.7 ⁺	21	13.8	0	0.0	0	0.0
	NUMBERS AND OPERATIONS											
N.ME.05.FI.EG01	Read, write and count whole numbers to 10,000	R7	112	73.7 ⁺	17	11.2	21	13.8	1	0.7	1	0.7
N.ME.05.FI.EG06	Compare and order numbers to 10,000	R8	36	23.7	63	41.4	53	34.9 ⁺	0	0.0	0	0.0
N.MR.05.FI.EG10	Explain number patterns	R1	33	21.7	88	57.9 ⁺	31	20.4	0	0.0	0	0.0
N.MR.05.FI.EG13	Solve simple open sentences for +/-	R9	36	23.7	89	58.6 ⁺	25	16.4	1	0.7	1	0.7
N.MR.05.FI.EG15	Select numbers to solve problems	R10	23	15.1	32	21.1	95	62.5 ⁺	1	0.7	1	0.7
	MEASUREMENT											
M.PS.05.FI.EG06	Measure and compare lengths, weights, and volumes	R5	85	55.9 ⁺	46	30.3	21	13.8	0	0.0	0	0.0
M.PS.05.FI.EG11	Tell the amount of money in dollars and cents	R4	41	27.0	35	23.0	76	50.0 ⁺	0	0.0	0	0.0
M.UN.05.FI.EG05	Measure lengths to the nearest inch	R2	20	13.2	43	28.3	88	57.9 ⁺	1	0.7	0	0.0

C

Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EB assessed by strand and released item; an abbreviated description of the EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.

FUNCTIONAL INDEPENDENCE



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Science

Grade 8

Fall 2009

Released Items Only



District Name: **Demo District**
District Code: **99996**

B

Number of Students Assessed: **161**

EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	USING LIFE SCIENCE KNOWLEDGE											
L.OR.FI.EB.III.2.m.4a	Identify how selected systems and processes work together in animals	R1	27	16.8	48	29.8	86	53.4 ⁺	0	0.0	0	0.0
L.EC.FI.EB.III.5.m.5a	Identify how humans use and benefit from plant and animal	R2	38	23.6	58	36.0	65	40.4 ⁺	0	0.0	0	0.0
	USING PHYSICAL SCIENCE KNOWLEDGE											
P.ME.FI.EB.IV.1.m.5a	Construct simple circuits and/or identify how they work in terms of the flow of current	R3	27	16.8	46	28.6	88	54.7 ⁺	0	0.0	0	0.0
P.CM.FI.EB.IV.2.m.1a	Describe common physical changes in matter	R4	87	54.0 ⁺	37	23.0	37	23.0	0	0.0	0	0.0
	USING EARTH SCIENCE KNOWLEDGE											
E.GE.FI.EB.V.1.e.6ADDm	Identify reasons why it is important to conserve and/or recycle	R5	76	47.2 ⁺	36	22.4	49	30.4	0	0.0	0	0.0
E.HY.FI.EB.V.2.m.2a	Explain the behavior of water on the surface	R6	36	22.4	49	30.4	76	47.2 ⁺	0	0.0	0	0.0

Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The MI-Access Functional Independence Parent Reports include the following information.

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

Section C includes a table showing the scale scores and performance levels by content area the student achieved in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable. In addition, it shows the student's performance level change from last year to the current year, and describes how the change was determined.

Section D provides detailed information on the components of the Accessing Print and Expressing Ideas assessment, and how the student performed by assessment component and overall.

Section E shows where the student's scale score is in the range of

scale scores possible and the corresponding performance level.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.

Section H provides detailed information on the strands included in the science assessment, and how the student performed by assessment strand and overall.

Section I shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

Section J shows the student's individual item analysis for Accessing Print, Expressing Ideas, mathematics, and/or science. It includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates the correct answer choice. A sample four-page report is provided on the opposite page.

FUNCTIONAL INDEPENDENCE

PARENT REPORT
Functional Independence
Grade 5
Fall 2009

Student Name: **CLARK J. CHANCELLOR**
Student ID: **923453630**
State UIC: **923453630**

Teacher Name: **Released Class**
School Name: **MI-Access Random School**
District Name: **Demo District**

Dear Parent or Guardian:

In fall 2009, your son took part in the MI-Access Functional Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for him. The MI-Access Functional Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLEs and EBs, go to www.mi.gov/mi-access.)

Following are two tables summarizing your son's results. The first table shows current year results for Clark, as well as previous year and performance level change information when applicable. The second table describes your son's performance level change in greater detail for those content areas assessed at this grade and the prior grade.

Content Area	Grade	2009 Performance Level	2008 Performance Level	Performance Level Change
Accessing Print	2009	Emerging Toward the Performance Standard (E100)	No matching student record	NA
Mathematics	2009	Emerging Toward the Performance Standard (E200)	No matching student record	NA
Science	2009	Emerging Toward the Performance Standard (E300)	No matching student record	NA

Accessing Print Performance Level Change

The 2008 and 2009 assessments are not comparable; therefore, performance level change cannot be reported.

Mathematics Performance Level Change

Clark has no matching record for 2008; therefore, a 2008-2009 performance level change cannot be reported.

We encourage you to discuss these results with your son's teacher and other school professionals who have the benefit of knowing him personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your son's achievement and plan for his future learning.

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my son's strengths?
- What can we do at school and at home to reinforce those strengths?
- In what areas does my son need additional work?
- What can we do at school and at home to provide opportunities and experiences for him to improve?
- What opportunities does my son receive as part of his daily instruction that relate to what was assessed?

The following pages of this report describe the assessments administered at this grade; provide details on your son's performance on those assessments; and show your son's responses to the assessment questions that are being released to the public. (You may obtain the Released Item Booklets at www.mi.gov/mi-access.) We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Mike Flanagan
Superintendent of Public Instruction
State of Michigan

DESCRIPTION OF AND RESULTS FOR SCIENCE

The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table below shows your son's science scores.

DETAILED SCIENCE RESULTS FOR CLARK J. CHANCELLOR			
Performance by Assessment Part			
Assessment Part	Score	Performance Level	Response
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	927	NA	
REFLECTING ON SCIENTIFIC KNOWLEDGE	927	NA	
USING LIFE SCIENCE KNOWLEDGE	927	NA	
USING PHYSICAL SCIENCE KNOWLEDGE	927	NA	
USING EARTH SCIENCE KNOWLEDGE	927	NA	
TOTAL	4635	NA	

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your son's science scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward Attained Surpassed

2350 2442 2550 2587

F

RELEASED ITEM ANALYSIS

The remainder of this report contains your son's individual item analysis for released assessment items. The analysis includes the EGLE or EB assessed by that item, an abbreviated description of the EGLE or EB, the released item number, and the answer choice (A, B, or C) your son selected. A plus sign (+) before the answer choice means it was the correct answer. (You may obtain the Released Item Booklets at www.mi.gov/mi-access.) If you would like to learn more about MI-Access, go to www.mi.gov/mi-access or www.mi-access.info.

RELEASED ITEM ANALYSIS FOR CLARK J. CHANCELLOR			
Accessing Print Analysis for Released Items			
EGLE Code	Assessment Component	Released Item Number	Response
ACCESSING PRINT			
PART 2 - WORD RECOGNITION			
NA-04-FI-E001	Recognize frequently encountered words	81	+C
NA-04-FI-E002	Recognize frequently encountered words	82	+A
NA-04-FI-E003	Recognize frequently encountered words	83	B
NA-04-FI-E004	Recognize frequently encountered words	84	A
PART 2 - TEXT COMPREHENSION			
Functional Passage			
FI-04-FI-E005	Identify informational text patterns	85	+B
FI-04-FI-E006	Identify expository text patterns	86	+B
FI-04-FI-E007	Identify informational text patterns	87	+A
FI-04-FI-E008	Make inferences, predictions, and conclusions	88	+B
FI-04-FI-E009	Identify expository text patterns	89	+B
FI-04-FI-E010	Identify main ideas and details	90	+A
FI-04-FI-E011	Identify main ideas and details	91	+B

Functional Independence - Grade 5 Page 3

DESCRIPTION OF AND RESULTS FOR ACCESSING PRINT

The MI-Access Functional Independence Accessing Print Assessment has two parts (1) word recognition, and (2) text comprehension. The first part assesses important, often used words that are relevant for the student population being assessed. In the second part, students read or listen to three types of passages that are based on the real-world contexts of daily living, community experience, and employment and answer questions about them. The passages and questions are appropriate in complexity for the students being assessed.

The earned points for word recognition (see A) and text comprehension (see B) are added together to obtain a total Accessing Print score (see C). The table below shows your son's scores.

DETAILED ACCESSING PRINT RESULTS FOR CLARK J. CHANCELLOR			
Performance by Assessment Part			
Assessment Part	Score	Performance Level	Response
ACCESSING PRINT	1645	NA	
PART 1 - WORD RECOGNITION	720	NA	
PART 2 - TEXT COMPREHENSION	925	NA	

A student's earned points are assigned a scale score, which is used to determine the performance level. The letter D (below) shows your son's accessing print scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward Attained Surpassed

2396 2485 2500 2511 2584

D

DESCRIPTION OF AND RESULTS FOR MATHEMATICS

The MI-Access Functional Independence Mathematics Assessment focuses on four mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the four areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table below shows your son's mathematics scores.

DETAILED MATHEMATICS RESULTS FOR CLARK J. CHANCELLOR			
Performance by Assessment Strand			
Assessment Strand	Score	Performance Level	Response
DATA AND PROBABILITY	927	NA	
GEOMETRY	927	NA	
MEASUREMENT	927	NA	
NUMBERS AND OPERATIONS	927	NA	
TOTAL	3708	NA	

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your son's mathematics scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level – Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward Attained Surpassed

2399 2498 2500 2513 2587

Functional Independence - Grade 5 Page 2

F

Mathematics Item Analysis for Released Items			
EGLE Code	Strand or Abbreviated Extended Benchmark (EB) Description	Released Item Number	Response
GEOMETRY			
G-05-04-FI-E001	Identify, describe, and compare two-dimensional shapes	84	-C
DATA AND PROBABILITY			
D-08-04-FI-E002	Read tables, graphs, tables and pictographs	86	+A
NUMBERS AND OPERATIONS			
N-01-04-FI-E012	Add tens or three one-digit numbers	89	+C
N-01-04-FI-E015	Apply estimation in solving problems	919	+A
N-06-04-FI-E020	Recognize and recognize equivalent representations and models for whole numbers to 1000	92	+B
N-06-04-FI-E028	Identify and place whole numbers on a number line	88	+C
N-06-04-FI-E029	Create, describe, and extend simple number patterns	91	+A
MEASUREMENT			
M-05-04-FI-E024	Measure and compare lengths and weights	92	+B
M-05-04-FI-E026	Solve one-step word problems	93	+B
M-08-04-FI-E028	Match denominations of coins/bills	95	+B

Science Item Analysis for Released Items			
EB Code	Strand or Abbreviated Extended Benchmark (EB) Description	Released Item Number	Response
USING LIFE SCIENCE KNOWLEDGE			
L-08-FI-E08.2.a.3a	Identify functions of selected seed plant parts	92	B
L-01-FI-E08.10.a.3a	Identify how an animal may adapt to its environment	92	B
USING PHYSICAL SCIENCE KNOWLEDGE			
P-02-FI-E08.3.a.3a	Identify forces (push/pull) that speed up, slow down, stop, or change the direction	93	+B
P-03-FI-E08.3.a.3a	Identify and/or use prisms and filters with light sources to produce various colors	94	C
USING EARTH SCIENCE KNOWLEDGE			
E-02-FI-E08.1.a.6a	Identify evidence related to the conservation of natural resources	95	+A
E-01-FI-E08.3.a.1a	Identify and/or describe weather conditions	96	A

Functional Independence - Grade 5 Page 4

Comprehensive Reports (District and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the District Comprehensive Report is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools or, for ISD reports, the districts by which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

FUNCTIONAL INDEPENDENCE



DISTRICT COMPREHENSIVE REPORT

Functional Independence

A Grade 5
Fall 2009



District Name: **Demo Distr**
District Code: **99996**

B

	Accessing Print					Mathematics					Science				
	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %
Demo District	114	2507	41 36.0%	27 23.7%	46 40.4%	114	2502	60 52.6%	23 20.2%	31 27.2%	113	2487	79 69.9%	25 22.1%	9 8.0%
Demo School (99004)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo School (99005)	D	*	*	*	*	D	*	*	*	*	D	*	*	*	*
Demo School (99015)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

C

* < 10 students assessed

† No students assessed

Page 1 of 3

FUNCTIONAL INDEPENDENCE




Student Record Labels

Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

Section A shows the assessment type, the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable.

	Functional Independence Grade 5 Fall 2009		
Student Name: LIEN, VERNON M.			
Teacher: Private School Class			
School: MI-Access Private School (09920)			
District: Demo District (99995)			
State UIC: 923453870		Date of Birth: 01/20/1996	
Student ID: 922453870		Gender: M	
	Scale Score	Perf. Level	Perf. Level Change
Accessing Print	2485	Emerging	No Matching Student
Mathematics	2498	Emerging	No Matching Student
Science	2442	Emerging	

FUNCTIONAL INDEPENDENCE

Acronyms

AI: Accessing Information

AP: Accessing Print

AYP: Adequate Yearly Progress

DOB: Date of Birth

EB: Extended Benchmark

EGLCE: Extended Grade Level Content Expectation

EHSCE: Extended High School Content Expectation

EI: Expressing Ideas

ELA: English Language Arts

ELL: English Language Learner

ELPA: English Language Proficiency Assessment

FLEP: Formerly Limited English Proficient

GLCE: Grade Level Content Expectation

HSCE: High School Content Expectation

IEP: Individualized Education Program

ISD: Intermediate School District

MDE: Michigan Department of Education

MEAP: Michigan Educational Assessment Program

MEAS: Michigan Educational Assessment System

MSDS: Michigan Student Database System (Formerly SRSD)

MME: Michigan Merit Examination

NCLB: No Child Left Behind Act (2001)

PAA: Primary Assessment Administrator

PLD: Performance Level Descriptor

SAA: Shadow Assessment Administrator

TAC: Technical Advisory Committee

UIC: Unique Identification Code

Contact Information

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or the English language learners (ELLs), please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below:

Office of Educational Assessment and Accountability

Joseph Martineau, *Director*

Vincent Dean, *State Assessment Manager*

James Griffiths, *Assessment Administration and Reporting Manager*

Linda Howley, *Assessment Consultant for Students with Disabilities*

Dan Evans, *Administrative Analyst for Students with Disabilities*

Phone: 877-560-8378

Fax: 517-335-1186

Web site: www.michigan.gov/mi-access

E-mail: oeaa@michigan.gov



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